



Harding Township School Start Strong Results 2021

Harding Township School
Board of Education
November 22, 2021

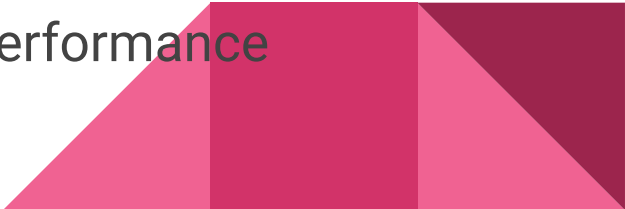
The Start Strong Assessment: The Basis

- The primary purpose of SSA was to provide instructional information about students' needs for **additional support** following the disruption to education due to the COVID-19 pandemic
 - SSA was designed to inform instruction by providing educators with an **early indication of the level of support** students may need as they entered a new school year
 - SSA was intended to be used **in conjunction with other indicators** of student knowledge, skills and abilities to evaluate performance
 - ELA and Math administered to grades 4-8
 - Science administered to grade 6
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The Start Strong Assessment: What It Is

- Administered at the beginning of the school year, SSA is aligned to specific learning standards from the **previous** grade level
 - In order to provide **rapid feedback** to schools and because it is based only on a subset of the student learning standards, SSA only includes machine-scored selected responses
 - There are **no open-ended questions** in which students provide their answer and then provide evidence to support their answer
 - SSA is meant to reveal conceptual or skill gaps that can be addressed moving forward
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The Start Strong Assessment: What It Is Not

- SSA is **not the same** as the New Jersey Student Learning Assessment (NJSLA): it differs in design and function
 - SSA is **not intended to predict student performance** on future summative assessments
 - SSA is not designed to estimate what NJSLA score a student may have gotten in Spring 2021
 - As with all standardized tests, it is a **snapshot of a student's understanding** and should only be used with other supporting evidence (assignments, teacher observation, assessments) when drawing conclusions about a student's overall academic performance
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Two reporting concepts:

1. Reading Literature (10 questions)
2. Reading Information (10 questions)

Students asked to demonstrate knowledge and understanding of:

- key ideas and details
- craft and structure
- integration of knowledge and ideas
- use of language

Start Strong: English Language Arts

Reporting Concepts were aligned to Standards for Mathematical Practice for each grade level.

Examples:

- Grade 4: multiplication/division; operations; fractions
- Grade 5: operations; base ten; fractions
- Grade 6: base ten; fractions; measurement
- Grade 7: Ratios; Algebraic expressions; equations
- Grade 8: rations; expressions and equations

Start Strong: Mathematics

Six Reporting Concepts:

1. Investigating practices (SEP)
2. Sensemaking practices (SEP)
3. Critiquing practices (SEP)
4. Earth & Space Science (DCI)
5. Life Science (DCI)
6. Physical Science (DCI)

Each question aligned to one
Disciplinary Core Idea (DCI) and one
Science and Engineering Practice
(SEP)

Start Strong: Science

Start Strong: Levels of Support

Level 1: Strong Support May Be Needed

Level 2: Some Support May Be Needed

Level 3: Less Support May Be Needed

* Due to the nature of the pandemic, all students are described as possibly needing support regardless of how well they performed on the Start Strong Assessment.

* SSA intentionally only identified three levels to avoid any comparison to the five levels identified with NJSLA.

Grade 4: Results in ELA and Mathematics

English Language Arts:

Less Support: 36%

Some Support: 36%

Strong Support: 28%

Of the 28% of students identified as needing strong support, 60% had been previously identified and are currently receiving support.

Mathematics:

Less Support: 42%

Some Support: 36%

Strong Support: 25%

Of the 25% of students identified as needing strong support, 56% had been previously identified and are currently receiving support.

Grade 5: Results in ELA and Mathematics

English Language Arts:

Less Support: 71%

Some Support: 18%

Strong Support: 11%

Of the 11% of students identified as needing strong support, 100% had been previously identified and are currently receiving support.

Mathematics:

Less Support: 54%

Some Support: 18%

Strong Support: 29%

Of the 29% of students identified as needing strong support, 50% had been previously identified and are currently receiving support.

Grade 6: Results in ELA and Mathematics

English Language Arts:

Less Support: 46%

Some Support: 29%

Strong Support: 25%

Of the 25% of students identified as needing strong support, 57% had been previously identified and are currently receiving support.

Mathematics:

Less Support: 39%

Some Support: 29%

Strong Support: 32%

Of the 32% of students identified as needing strong support, 67% had been previously identified and are currently receiving support.

Grade 6: Results in Science

Less Support: 36%

Some Support: 32%

Strong Support: 32%

Of the 25% of students identified as needing strong support, 44% had been previously identified and are currently receiving support.

Grade 7: Results in ELA and Mathematics

English Language Arts:

Less Support: 74%

Some Support: 13%

Strong Support: 13%

Of the 13% of students identified as needing strong support, 33% had been previously identified and are currently receiving support.

Mathematics:

Less Support: 48%

Some Support: 30%

Strong Support: 22%

Of the 22% of students identified as needing strong support, 60% had been previously identified and are currently receiving support.

Grade 8: Results in ELA and Mathematics

English Language Arts:

Less Support: 78%

Some Support: 16%

Strong Support: 6%

Of the 6% of students identified as needing strong support, 50% had been previously identified and are currently receiving support.

Mathematics:

Less Support: 59%

Some Support: 25%

Strong Support: 16%

Of the 16% of students identified as needing strong support, 60% had been previously identified and are currently receiving support.

HTS Grades 4-8: English Language Arts

Less Support: 60%

Some Support: 23%

Strong Support: 17%

Out of the 17% of students identified as needing strong support 60% had been previously identified and currently receive support.

HTS Grades 4-8: Mathematics

Less Support: 49%

Some Support: 27%

Strong Support: 24%

Out of the 24% of students identified as needing strong support 58% had been previously identified and currently receive support.

Subgroups

NJDOE requires all districts to report out on subgroups provided there are **more than 10** students identified in that particular group.

The four NJDOE subgroups include:

- Economically disadvantaged students
- Racial or ethnic groups
- Students with disabilities
- English language learners

HTS has **one** subgroup with more than 10 students: students with disabilities. In grades 4-8, 26 students are in this subgroup for ELA. In grades 4-8, 20 students are in this subgroup for math.

ELA:

Strong Support: 43%

Some Support: 33%

Less Support: 24%


Math:

Strong Support: 70%

Some Support: 25%

Less Support: 5%

Takeaways for Harding Township School

- SSA did not reveal significant amounts of **new** information about our students
 - Much of what the data revealed was information we already knew about our students' abilities
 - In ELA, the data showed that students need more support with informational text as compared to literature
 - At grade level, no specific trends were identified in mathematics within the reporting concepts; teachers will personalize instruction based on individual student reports
 - Focus for this year is to reestablish stamina, independence, problem solving abilities and strong academic habits
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Questions from the Board